

GRADE-SPECIFIC PERFORMANCE INDICATORS

Student: _____ DOB: _____

Class/Program: _____ Grade: _____ NYC ID: _____

Completed By: _____ Title: _____ Date: _____

English/Language Arts Grade 6 Reading

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding.			
• Locate and use school and public library resources, with some direction, to acquire information			
• Use the table of contents and indexes to locate information			
• Read to collect and interpret data, facts, and ideas from multiple sources			
• Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software			
• Skim material to gain an overview of content or locate specific information			
• Use text features, such as headings, captions, and titles, to understand and interpret informational texts			
• Recognize organizational formats to assist in comprehension of informational texts			
• Identify missing, conflicting, unclear, and irrelevant information			
• Distinguish between fact and opinion			
• Identify information that is implied rather than stated			
• Compare and contrast information about one topic from multiple sources			
• Recognize how new information is related to prior knowledge or experience			
• Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information			
• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance			
• Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance			
• Condense, combine, or categorize new information from one or more sources, with assistance			
• Draw conclusions and make inferences on the basis of explicit and implied information, with assistance			
• Make, confirm, or revise predictions, with assistance			
Standard 2: Students will read, write, listen, and speak for literary response and expression.			
• Read, view, and interpret literary texts from a variety of genres			
• Define characteristics of different genres			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 2: Literary response and expression (cont'd)			
<ul style="list-style-type: none">Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods			
<ul style="list-style-type: none">Read aloud from a variety of genres (e.g., plays and poems)<ul style="list-style-type: none">- use inflection and intonation appropriate to text read and audience			
<ul style="list-style-type: none">Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)			
<ul style="list-style-type: none">Identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres			
<ul style="list-style-type: none">Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning			
<ul style="list-style-type: none">Recognize how different authors treat similar themes			
<ul style="list-style-type: none">Identify the ways in which characters change and develop throughout a story			
<ul style="list-style-type: none">Interpret characters, plot, setting, and theme, using evidence from the text, with assistance			
<ul style="list-style-type: none">Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance			
<ul style="list-style-type: none">Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance			
<ul style="list-style-type: none">Recognize how the author's use of language creates images or feelings, with assistance			
<ul style="list-style-type: none">Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance			
<ul style="list-style-type: none">Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.			
<ul style="list-style-type: none">Evaluate information, ideas, opinions, and themes in texts by identifying:<ul style="list-style-type: none">- a central idea and supporting details- precise and vague language- statements of fact, opinion, and exaggeration- missing or unclear information			
<ul style="list-style-type: none">Use established and personal criteria to analyze and evaluate the quality of ideas and information in text			
<ul style="list-style-type: none">Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text			
<ul style="list-style-type: none">Recognize how one's own point of view contributes to forming an opinion about information and ideas			
<ul style="list-style-type: none">Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to<ul style="list-style-type: none">- identify conflicting information- consider the background and qualifications of the writer- evaluate examples, details, or reasons used to support ideas- identify differing points of view in texts and presentations- identify cultural and ethnic values and their impact on content, with assistance- identify multiple levels of meaning			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 4: Students will read, write, listen, and speak for social interaction .			
• Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups			
• Respect the age, gender, position, and cultural traditions of the writer			
• Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication			

Grade 6 Writing

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding.			
• Use at least three sources of information, with appropriate citations, to develop reports			
• Take notes to record and organize relevant data, facts, and ideas			
• State a main idea and support it with details and examples			
• Compare and contrast ideas and information from two or three sources			
• Adopt an organizational format, such as chronological order, that is appropriate for informational writing			
• Use paragraphing to organize ideas and information			
• Use paraphrasing, with assistance			
• Maintain a portfolio that includes informational writing			
• Include relevant and exclude irrelevant information, with assistance			
• Connect, compare, and contrast ideas and information from one or more sources, with assistance			
• Support ideas with example, definitions, analogies, and direct references to the text, with assistance			
• Answer questions about informational material and write accurate and complete responses, with assistance			
Standard 2: Students will read, write, listen, and speak for literary response and expression.			
• Write original literary texts - use organizing structures, such as stanzas, chapters, scenes, and verses - develop characters, create a setting, and establish a plot - use examples of literary devices, such as rhythm, rhyme, simile, and personification - establish a consistent point of view (e.g., first or third person) - use vocabulary to create a desired effect			
• Write interpretive essays to - summarize the plot - describe the characters and explain how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 2: Literary response and expression. (cont'd)			
• Respond to literature, connecting the response to personal experience			
• Maintain a writing portfolio that includes literary, interpretive, and responsive writing			
• Express opinions and support them through specific references to the text, with assistance			
• Demonstrate understanding of plot and theme, with assistance			
• Identify and describe characters and their motivations, with assistance			
• Analyze the impact of the setting, with assistance			
• Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance			
• Draw conclusions and provide reasons for the conclusions, with assistance			
• Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.			
• Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing			
• Use supporting evidence from text to evaluate ideas, information, themes, or experiences			
• Analyze the impact of an event or issue from personal, peer group, and school community perspectives			
• Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments			
• Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation			
• Use precise vocabulary in writing analysis and evaluation			
• Maintain a writing portfolio that includes writing for critical analysis and evaluation			
• Present clear analysis, using examples, details, and reasons from text, with assistance			
• Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance			
• Explain connections between and among texts to extend the meaning of each individual text, with assistance			
• Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance			
Standard 4: Students will read, write, listen, and speak for social interaction.			
• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups			
• Respect the age, gender, social position, and cultural traditions of the recipient			
• Develop a personal voice that enables the reader to get to know the writer			
• Write personal reactions about experiences, events, and observations, using a form of social communication			
• Maintain a portfolio that includes writing for social communication			

Grade 6 Listening

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding .			
• Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment			
• Identify essential details for note taking			
• Distinguish between fact and opinion			
• Identify information that is implicit rather than stated			
• Connect new information to prior knowledge or experience			
• Recall significant ideas and details, with assistance			
• Make, confirm, or revise predictions, with assistance			
• Draw conclusions and make inferences on the basis of explicit and implied information, with assistance			
Standard 2: Students will read, write, listen, and speak for literary response and expression .			
• Distinguish different genres, such as story, biography, poem, or play			
• Identify a character’s motivation			
• Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning			
• Identify cultural and historical influences in texts and performances			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation .			
• Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance			
• Recognize that the criteria used to analyze and evaluate presentations may be influenced by one’s point of view and purpose for listening			
• Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations			
• Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose			
• Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance			
• Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance			
• Identify missing or unclear information, with assistance			
Standard 4: Students will read, write, listen, and speak for social interaction .			
• Respect the age, gender, social position, and cultural traditions of the speaker			
• Recognize friendly communication on the basis of volume, tone, and rate of the speaker’s voice			
• Recognize that social communication may include informal language, such as jargon and colloquialisms			
• Recognize the meaning of the speaker’s nonverbal cues			

Grade 6 Speaking

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding .			
• Synthesize and paraphrase information			
• Make connections between sources of information			
• Present reports of five to seven minutes for teachers and peers on topics related to any school subject			
• Summarize main points as part of the conclusion			
• Use notes, outlines, and visual aids appropriate to the presentation			
Standard 2: Students will read, write, listen, and speak for literary response and expression .			
• Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers			
• Share book reviews			
• Summarize the plot, describe the motivation of characters, and explain the importance of setting			
• Use notes or outlines appropriately in presentations			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation .			
• Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements			
• Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments			
• Articulate a thesis statement and support it with details, examples, and reasons			
• Persuade, using appropriate language, tone, volume, and gestures			
• Use notes or outlines appropriately in presentations			
Standard 4: Students will read, write, listen, and speak for social interaction .			
• Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other			
• Use the informal language of social communication			
• Respect the age, gender, social position, culture, and interests of the listener			
• Use the rules of conversation, such as avoid interrupting and respond respectfully			

English/Language Arts

of ELA Performance Indicators for Grade 6: **121**

ELA Performance Indicators Met: _____

% ELA Performance Indicators Met: _____
(Number Met/Total Number)

Mathematics

Grade 6 Problem Solving Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will build new mathematical knowledge through problem solving.			
6.PS.1 - Know the difference between relevant and irrelevant information when solving problems			
6.PS.2 - Understand that some ways of representing a problem are more efficient than others			
6.PS.3 - Interpret information correctly, identify the problem, and generate possible strategies and solutions			
Students will solve problems that arise in mathematics and in other contexts.			
6.PS.4 - Act out or model with manipulatives activities involving mathematical content from literature			
6.PS.5 - Formulate problems and solutions from everyday situations			
6.PS.6 - Translate from a picture/diagram to a numeric expression			
6.PS.7 - Represent problem situations verbally, numerically, algebraically, and/or graphically			
6.PS.8 - Select an appropriate representation of a problem			
6.PS.9 - Understand the basic language of logic in mathematical situations (and, or, and not)			
Students will apply and adapt a variety of appropriate strategies to solve problems.			
6.PS.10 - Work in collaboration with others to solve problems			
6.PS.11 - Translate from a picture/diagram to a number or symbolic expression			
6.PS.12 - Use trial and error and the process of elimination to solve problems			
6.PS.13 - Model problems with pictures/diagrams or physical objects			
6.PS.14 - Analyze problems by observing patterns			
6.PS.15 - Make organized lists or charts to solve numerical problems			
Students will monitor and reflect on the process of mathematical problem solving.			
6.PS.16 - Discuss with peers to understand a problem situation			
6.PS.17 - Determine what information is needed to solve problem			
6.PS.18 - Determine the efficiency of different representations of a problem			
6.PS.19 - Differentiate between valid and invalid approaches			
6.PS.20 - Understand valid counterexamples			
6.PS.21 - Explain the methods and reasoning behind the problem solving strategies used			
6.PS.22 - Discuss whether a solution is reasonable in the context of the original problem			
6.PS.23 - Verify results of a problem			

Grade 6 Reasoning and Proof Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will recognize reasoning and proof as fundamental aspects of mathematics.			
6.RP.1 - Recognize that mathematical ideas can be supported using a variety of strategies			
6.RP.2 - Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking			
Students will make and investigate mathematical conjectures.			
6.RP.3 - Investigate conjectures, using arguments and appropriate mathematical terms			
6.RP.4 - Make and evaluate conjectures, using a variety of strategies			
Students will develop and evaluate mathematical arguments and proofs.			
6.RP.5 - Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships			
6.RP.6 - Develop and explain an argument verbally, numerically, algebraically, and/or graphically			
6.RP.7 - Verify claims other students make, using examples and counterexamples when appropriate			
Students will select and use various types of reasoning and methods of proof.			
6.RP.8 - Support an argument through examples/counterexamples and special cases			
6.RP.9 - Devise ways to verify results			

Grade 6 Communication Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will organize and consolidate their mathematical thinking through communication.			
6.CM.1 - Provide an organized thought process that is correct, complete, coherent, and clear			
6.CM.2 - Explain a rationale for strategy selection			
6.CM.3 - Organize and accurately label work			
Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.			
6.CM.4 - Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form			
6.CM.5 - Answer clarifying questions from others			
Students will analyze and evaluate the mathematical thinking and strategies of others.			
6.CM.6 - Understand mathematical solutions shared by other students			
6.CM.7 - Raise questions that elicit, extend, or challenge others' thinking			
6.CM.8 - Consider strategies used and solutions found by others in relation to their own work			
Students will use the language of mathematics to express mathematical ideas precisely.			
6.CM.9 - Increase their use of mathematical vocabulary and language when communicating with others			
6.CM.10 - Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale			
6.CM.11 - Decode and comprehend mathematical visuals and symbols to construct meaning			

Grade 6 Connections Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will recognize and use connections among mathematical ideas.			
6.CN.1 - Understand and make connections and conjectures in their everyday experiences to mathematical ideas			
6.CN.2 - Explore and explain the relationship between mathematical ideas			
6.CN.3 - Connect and apply mathematical information to solve problems			
Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.			
6.CN.4 - Understand multiple representations and how they are related			
6.CN.5 - Model situations with objects and representations and be able to draw conclusions			
Students will recognize and apply mathematics in contexts outside of mathematics.			
6.CN.6 - Recognize and provide examples of the presence of mathematics in their daily lives			
6.CN.7 - Apply mathematics to problem situations that develop outside of mathematics			
6.CN.8 - Investigate the presence of mathematics in careers and areas of interest			
6.CN.9 - Recognize and apply mathematics to other disciplines and areas of interest			

Grade 6 Representation Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will create and use representations to organize, record, and communicate mathematical ideas.			
6.R.1 - Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations			
6.R.2 - Explain, describe, and defend mathematical ideas using representations			
6.R.3 - Read, interpret, and extend external models			
6.R.4 - Use standard and nonstandard representations with accuracy and detail			
Students will select, apply, and translate among mathematical representations to solve problems.			
6.R.5 - Use representations to explore problem situations			
6.R.6 - Investigate relationships between different representations and their impact on a given problem			
Students will use representations to model and interpret physical, social, and mathematical phenomena.			
6.R.7 - Use mathematics to show and understand physical phenomena (e.g., determine the perimeter of a bulletin board)			
6.R.8 - Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)			
6.R.9 - Use mathematics to show and understand mathematical phenomena (e.g., Find the missing value: $(3 + 4) + 5 = 3 + (4 + \underline{\hspace{1cm}})$)			

Grade 6 Number Sense and Operations Strand

By the end of the school year, students should have met the following:

By the end of the school year, students should have met the following.

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.			
<i>Number Systems</i>			
6.N.1 - Read and write whole numbers to trillions			
6.N.2 - Define and identify the commutative and associative properties of addition and multiplication			
6.N.3 - Define and identify the distributive property of multiplication over addition			
6.N.4 - Define and identify the identity and inverse properties of addition and multiplication			
6.N.5 - Define and identify the zero property of multiplication			
6.N.6 - Understand the concept of rate			
6.N.7 - Express equivalent ratios as a proportion			
6.N.8 - Distinguish the difference between rate and ratio			
6.N.9 - Solve proportions using equivalent fractions			
6.N.10 - Verify the proportionality using the product of the means equals the product of the extremes			
6.N.11 - Read, write, and identify percents of a whole (0% to 100%)			
6.N.12 - Solve percent problems involving percent, rate, and base			
6.N.13 - Define absolute value and determine the absolute value of rational numbers (including positive and negative)			
6.N.14 - Locate rational numbers on a number line (including positive and negative)			
6.N.15 - Order rational numbers (including positive and negative)			
Students will understand meanings of operations and procedures, and how they relate to one another.			
<i>Operations</i>			
6.N.16 - Add and subtract fractions with unlike denominators			
6.N.17 - Multiply and divide fractions with unlike denominators			
6.N.18 - Add, subtract, multiply, and divide mixed numbers with unlike denominators			
6.N.19 - Identify the multiplicative inverse (reciprocal) of a number			
6.N.20 - Represent fractions as terminating or repeating decimals			
6.N.21 - Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)			
6.N.22 - Evaluate numerical expressions using order of operations (may include exponents of two and three)			
6.N.23 - Represent repeated multiplication in exponential form			
6.N.24 - Represent exponential form as repeated multiplication			
6.N.25 - Evaluate expressions having exponents where the power is an exponent of one, two, or three			
Students will compute accurately and make reasonable estimates.			
<i>Estimation</i>			
6.N.26 - Estimate a percent of quantity (0% to 100%)			
6.N.27 - Justify the reasonableness of answers using estimation (including rounding)			

Grade 6 Algebra Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will represent and analyze algebraically a wide variety of problem solving situations.			
<i>Variables and Expressions</i> 6.A.1 - Translate two-step verbal expressions into algebraic expressions			
Students will perform algebraic procedures accurately.			
<i>Variables and Expressions</i> 6.A.2 - Use substitution to evaluate algebraic expressions (may include exponents of one, two, and three)			
<i>Equations and Inequalities</i> 6.A.3 - Translate two-step verbal sentences into algebraic equations			
6.A.4 - Solve and explain two-step equations involving whole numbers using inverse operations			
6.A.5 - Solve simple proportions within context			
6.A.6 - Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)			

Grade 6 Geometry Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.			
<i>Shapes</i>			
6.G.1 - Calculate the length of corresponding sides of similar triangles, using proportional reasoning			
6.G.2 - Determine the area of triangles and quadrilaterals (squares, rectangles, rhombi, and trapezoids) and develop formulas			
6.G.3 - Use a variety of strategies to find the area of regular and irregular polygons			
6.G.4 - Determine the volume of rectangular prisms by counting cubes and develop the formula			
6.G.5 - Identify radius, diameter, chords, and central angles of a circle			
6.G.6 - Understand the relationship between the diameter and radius of a circle			
6.G.7 - Determine the area and circumference of a circle, using the appropriate formula			
6.G.8 - Calculate the area of a sector of a circle, given the measure of a central angle and the radius of the circle			
6.G.9 - Understand the relationship between the circumference and the diameter of a circle			
Students will apply coordinate geometry to analyze problem solving situations.			
<i>Coordinate Geometry</i>			
6.G.10 - Identify and plot points in all four quadrants			
6.G.11 - Calculate the area of basic polygons drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths)			

Grade 6 Measurement Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will determine what can be measured and how, using appropriate methods and formulas.			
<i>Units of Measurement</i> 6.M.1 - Measure capacity and calculate volume of a rectangular prism			
6.M.2 - Identify customary units of capacity (cups, pints, quarts, and gallons)			
6.M.3 - Identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons)			
6.M.4 - Identify metric units of capacity (liter and milliliter)			
6.M.5 - Identify equivalent metric units of capacity (milliliter to liter and liter to milliliter)			
<i>Tools and Methods</i> 6.M.6 - Determine the tool and technique to measure with an appropriate level of precision: capacity			
Students will develop strategies for estimating measurements.			
<i>Estimation</i> 6.M.7 - Estimate volume, area, and circumference (see figures identified in geometry strand)			
6.M.8 - Justify the reasonableness of estimates			
6.M.9 - Determine personal references for capacity			

Grade 6 Statistics and Probability Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will collect, organize, display, and analyze data.			
<i>Collection of Data</i> 6.S.1 - Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question			
<i>Organization and Display of Data</i> 6.S.2 - Record data in a frequency table			
6.S.3 - Construct Venn diagrams to sort data			
6.S.4 - Determine and justify the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph)			
<i>Analysis of Data</i> 6.S.5 - Determine the mean, mode, and median for a given set of data			
6.S.6 - Determine the range for a given set of data			
6.S.7 - Read and interpret graphs			
Students will make predictions that are based upon data analysis.			
<i>Predictions from Data</i> 6.S.8 - Justify predictions made from data			
Students will understand and apply concepts of probability.			
<i>Probability</i> 6.S.9 - List possible outcomes for compound events			
6.S.10 - Determine the probability of dependent events			
6.S.11 - Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability			

Mathematics

of Mathematics Performance Indicators for Grade 6: **125**

Mathematics Performance Indicators Met: _____ % Mathematics Performance Indicators Met: _____
(Number Met/Total Number)

Student _____

Date _____

FOR PROMOTIONAL DECISION ONLY

CLASSWORK CRITERIA

English/Language Arts

of ELA Performance Indicators for Grade 6: **121**

ELA Performance Indicators Met: _____

% ELA Performance Indicators Met: _____
(Number Met/Total Number)

Student ☐ Has Met ☐ Has Not Met **Modified Standard** Criteria in English/Language Arts
(Circle one)

Mathematics

of Mathematics Performance Indicators for Grade 6: **125**

Mathematics Performance Indicators Met: _____

% Mathematics Performance Indicators Met: _____
(Number Met/Total Number)

Student ☐ Has Met ☐ Has Not Met **Modified Standard** Criteria in Mathematics
(Circle one)

STANDARDIZED TEST CRITERIA

Student ☐ Has Met ☐ Has Not Met Standardized Test Criteria

Standardized Test Results: _____

ATTENDANCE CRITERIA

Student ☐ Has Met ☐ Has Not Met Standard Attendance Criteria (90%)

Student ☐ Has Met ☐ Has Not Met Modified Attendance Criteria (_____ %)

Promotion Decision _____
